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## ПЕДАГОГИЧЕСКОЕ ПРОЕКТИРОВАНИЕ В ОБРАЗОВАНИИ

**Аннотация.** Авторы статьи рассматривают особенности создания учебно-методических документов педагогического дизайна. Они также описывают структуру и содержание данных документов. Цель статьи – рассмотреть историю возникновения педагогического проектирования.

**Ключевые слова:** педагогическое проектирование, образование, преподавание, обучение.

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## INSTRUCTIONAL DESIGN IN EDUCATION

**Abstract.** The authors of the article focus on the specifics of instructional design documents (IDD) creation. They also describe the structure and content of IDD. The purpose of the paper is to track the history of instructional instruction for teaching purposes.

**Key words:** instructional design, education, teaching, learning.

Both teaching and learning are among the oldest activities of humankind. The answer to the question on how people learn and what is the efficient way of teaching them has undergone several major changes since then. With the help of the paper we try to draw the attention of the teaching staff to the problem of educational effectiveness.

Born from personal experiences and acquired with the help of academic sources, teacher's knowledge and expertise help teachers to adapt all the conditions of their daily activities and experiences to develop effective learning skills of their students.

The course based on the instructional design documents usually has an effective organizing structure. Instructional Design is also known as:

- Instructional Systems Design (ISD),
- Instructional Systems Design & Development (ISDD),
- the Systems Approach to Training (SAT).

Principles for developing an IDD are clearly stated in several theories or models, among which there are Benjamin Bloom's Taxonomy (1956), constructivist learning theory, metacognition theories, schema theories, models offered by Michael J. Hannafin & K.L. Peck (1987, 1988), waterfall model, model of instructional design and delivery suggested by Robert A. Reiser & Walter Dick and many others.

Some scientists consider Instructional Design to be 'the practice of arranging media, content and activities towards effective instruction' [Kumar et al. 2017].

However, if to consider that Instructional Design Models stand for the set of guidelines or recommendations and rules on how to create and implement the instructional media, and how to meet the learning objectives, we can suggest a template of the kind:

### INSTRUCTIONAL DESIGN DOCUMENT FOR (Name of the Course)

- **Introductory Part** describes the overall idea of the course, teacher, level of the course, course delivery mode (in-class, distance, online, e-learning, etc.), duration of the course (hours / months).
- **Description of Technology Support Team** may characterize professionals, who can contribute to the course (Project Managers, Instructional Designers, Faculty Content Experts, Web and Graphic Designers, Editors, Subject Matter Experts, Editors, etc.)
- **Availability of Similar Course** is aimed at demonstrating the results of the availability of the course with the similar content. If there is any, there can also be the description of the strong and

weak sides of the existing courses.

- The Overview of the Course Covering its Need
- Description of proposed Teaching and Learning Assessments
- **Objectives of the Course** are expected to cover the audience, degree of knowledge, behavior, condition (e.g., 2<sup>nd</sup> year students (Audience) will be able to give the definition of 90% of the terms (Degree) used in the course in the written form (Behavior) when asked to explain them (Condition).
- **Prerequisites** (Description of the Characteristics of the Target Audience)
- **Description of the Context** (in terms of organizational expertise, technology, content, teacher capacity, etc.)
- **Course Content** (or Course Outline)
- **Philosophical Foundations for the Course** (Describe here the theory/ model/ methods/ approaches that you would like to use in this course, and the reasons if applicable)
- **Media Analysis** (Use of Text, Audio, Video, Animation, VR, etc.)
- **Interactive Elements in the Course** (Use of Email, Blog, Discussion Forum, Wiki, Virtual Conferences, etc.)

Other parts of IDD may also cover such spheres as Content Development Strategy, Technologies to be Used, Implementation Plan and Time line, Assessment Strategies, Overall Course Evaluation.

The average quantity of the theories and models under consideration reaches the number of more than a hundred. However, it remains important to mention that the thorough analysis of these models demonstrates that most of ID models cover four major aspects:

- analysis,
- design,
- evaluation,
- implementation [Boyle 1997].

The template offered within this paper opens the floodgates flow of information regarding the implementation of the course. However, it remains important to look at the basic expectations of the course outcome from the sides of those interested in specialists with some particular knowledge, skills and competences.

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## МОДУС И ДИКТУМ КАК КОМПОНЕНТЫ СЕМАНТИЧЕСКОЙ СТРУКТУРЫ ВЫСКАЗЫВАНИЯ

**Аннотация.** Статья посвящена анализу смысловой организации высказывания на пропозиционном уровне, в которую входит комплекс компонентов, состоящий из объективной семантической константы и субъективной переменной. При изучении семантической насыщенности компонентов высказывания автор обращается к его модусной анкете, основанной на исследовании метакатегорий со стороны их значения и плана выражения.

**Ключевые слова:** модус, диктум, модусная анкета, коммуникация, пропозиция, пропозициональная установка.